

2021 Annual Reporting Measures

2019-2020 Aggregated Assessment Data on Lesson Planning

Interdisciplinary Lesson Plan

Purpose of assessment: The assignment is submitted as a required component of the EPPs educator preparation program. Currently, the evidence resides in a course entitled 5400: *Literacy, 21st Century Instruction and Pedagogical Content Knowledge*. These courses are a requirement in all initial licensure programs to assist candidates as they acquire skills and dispositions of a highly effective teacher, including instructional planning, delivery, and evaluation skills. The assignment's purpose is to provide evidence of candidate mastery of the following five competencies:

1. Instruction - The teacher candidate develops active learning opportunities for a variety of students to promote meaningful, relevant, and engaging student-focused instruction.
2. Technology - The teacher candidate uses technology appropriately in the planning and delivery of meaningful, relevant, and engaging instruction.
3. Experience - The teacher candidate integrates research derived from evidence-based practice into the planning and delivery of meaningful, relevant, and engaging instruction and assessment.
4. Accountability - The teacher candidate analyzes and is responsible for various instructional strategies that facilitate learning for all students.
5. Highly Effective - The teacher candidate effectively and appropriately uses data, including assessment results, in the planning, delivery, and evaluation of meaningful, relevant, and engaging instruction.

Details of assessment administration: As a competency-based preparation program, the EPP requires all candidates to demonstrate competency at a prescribed level for each course by passing a high stakes competency-based assessment or completing a rigorous assignment at a minimum basic level. In the event that the candidate has received a 2 or basic grade on the assignment, the assignment may be resubmitted if the candidate did not obtain a minimum grade of 2.5 in the course. Two types of faculty members guide candidates throughout their programs:

- 1) A course instructor assigned at enrollment into each instructional course, who supports a candidate through completion of the course, and
- 2) Field supervisor responsible for mentoring, coaching, and supervision of candidate's residency program of study.

Thus, in partnership with their instructors and submission requirements posted in coursework, candidates determine when they are ready to take assessments or submit projects or papers for grading.

Scoring/Basis for judgment: For all assignments and assessments, including the *Interdisciplinary Instruction* assignment, candidates are provided a detailed rubric prior to beginning preparation of the assignment. Candidates have access to evaluation guidelines and expectations in each course throughout their program.

To pass the Interdisciplinary Instruction assignment in 5400, the current coursework, candidates must receive an overall score of at least “two.”

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| 1 = Unsatisfactory |
| 2 = Basic |
| 3 = Proficient |
| 4 = Exemplary |

Use in decisions about candidate progress: Candidates who do not successfully demonstrate competency on the initial attempt will have the assignment reset so that following review and correction the work may be resubmitted up to three times.

Details of standards alignment: The EPP president, in consultation with the curriculum coordinator, originally aligned *Interdisciplinary Instruction* tasks with CAEP and InTASC standards.

Assignment Instructions:

5400 Assignment 3

Section 4: Interdisciplinary Instruction

Begin this course by watching the video at

<https://www.teachingchannel.org/videos/collaborative-teaching-ntm>

In this video, two teachers work together to plan cross-disciplinary lessons. What are some hurdles to interdisciplinary teaching and how do these teachers overcome them?

Required Reading: Read the “Interdisciplinary Instruction” section of the course curriculum.

Assignment 3: Plan an interdisciplinary lesson that relates to a current event. Include in your plan:

1. A link to a news story about the current event
2. Name of all content area disciplines that you are using in your plan and why you chose the other discipline as a corollary to your own. If you are a K-6 teacher, choose more than one discipline, e.g. math and science or math and art.
3. Learning Objectives with links to state standards. Standards addressed should reference your content area and at least one other content area as defined in item 2. (You may refer to TEPC 5200 or any other credible resources about learning theory.)
4. Warm-Up
5. Instructional strategies (remember to incorporate technology and high-yield strategies)

6. List of materials needed for the lesson
7. Assessment plan (include formative and summative assessments. Formative assessment may be informal, e.g. questioning strategies during the warm-up.)
8. Homework, if assigned

Interdisciplinary Instruction / Current Events Assignment Rubric

CAEP Standard	Assignment Characteristic	Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)
CAEP 1.1 InTASC 5	Link to News Story and List of Related Content Area Disciplines	The candidate has not identified a current event. The candidate has identified a current event, but the relationship between the selected event and the named content areas for the lesson is unclear.	The candidate has identified a current event and provided a link to a current (within the last month) news story. There is a clear link between at least one of the content area disciplines named and the news story.	The candidate has identified a current event and provided a link to a current (within the last month) news story. There is a clear link between the news story and all the content area disciplines to be addressed in the plan.	The candidate has identified a current event and provided a link to a current (within the last month) news story. There is a clear link between the news story and all the content area disciplines to be addressed in the plan. The candidate explains why the selected news story is likely to spark the students' interest or can be related to their daily lives.
CAEP 1.4 InTASC 7	Learning Objectives	The lesson plan does not include 3-5 learning objectives aligned to state standards in at least 2 disciplines.	The lesson plan includes 3-5 learning objectives aligned to state standards in at least 2 disciplines.	The lesson plan includes 3-5 learning objectives aligned to state standards in at least 2 disciplines. At least two of the objectives promote higher-order thinking by developing skills at the top two levels of Bloom's taxonomy.	The lesson plan includes 3-5 learning objectives aligned to state standard in at least 2 disciplines. At least three of the objectives promote higher-order thinking by developing skills at the top two levels of Bloom's taxonomy.
CAEP 1.1 InTASC 5	Warm-Up	The lesson plan does not have an appropriate warm-up.	The lesson plan has a warm-up but it is not well-aligned to the objectives or seems likely to take too long to be effective. The warm-up does not address both disciplines that will be taught during the lesson.	The lesson plan has a warm-up this is aligned to the objectives and seems reasonable to complete in a timely manner. The warm-up addresses both disciplines that will be taught during the lesson.	The lesson plan has a warm-up that is aligned to the objectives and seems reasonable to complete in a timely manner. The warm-up addresses both disciplines that will be taught during the lesson and introduces the relationship of the material to students' lives or a real-world situation.
CAEP 1.1 InTASC 8	Instructional Strategies	The lesson plan does not include specific instructional strategies, including a closing activity.	The lesson plan provides specific instructional strategies, but no high-yield strategies are used.	The lesson plan includes specific instructional strategies that are aligned to the learning objectives for both disciplines. The plan includes at least one high-yield strategy.	The lesson plan includes specific instructional strategies that are aligned to the to the learning objectives for both disciplines and engage students in actively problem-solving for a real-world

					situation. The plan includes at least two high-yield strategies.
CAEP 1.5 InTASC 7	Materials (including technology)	The lesson plan does not cite any needed materials.	The lesson plan cites needed materials, but some materials referenced in the instructional strategies appear to be missing from the list. The teacher does not plan to use technology in delivering instruction.	The lesson plan provides a comprehensive list of needed materials, including technology.	The lesson plan provides a comprehensive list of needed materials, including technology. The selected technology seems likely to positively impact student learning during the lesson and students use technology like professionals/practitioners of the discipline(s).
CAEP 1.1 InTASC 6	Formative Assessment	The lesson plan does not contain a plan for formative assessment.	The lesson plan does include a framework for formative assessment, but the candidate demonstrates limited grasp of the role of formative assessment in learning. The plan provided is infeasible or unclear.	The lesson plan includes a framework for formative assessment, and the candidate demonstrates good grasp of the role of formative assessment in learning. The plan provided is feasible and clear.	The lesson plan includes a framework for formative assessment, and the candidate demonstrates thorough grasp of the role of formative assessment in learning. The plan provided is feasible and clear. Because it is well-connected to learning goals, the formative assessment seems very likely to positively impact student learning.
CAEP 1.1 InTASC 6	Summative Assessment	The lesson plan does not contain a plan for summative assessment.	The lesson plan does include a framework for summative assessment, but the candidate demonstrates limited grasp of the role of summative assessment in learning. The plan provided is infeasible or unclear.	The lesson plan includes a framework for summative assessment, and the candidate demonstrates good grasp of the role of summative assessment in learning. The plan provided is feasible and clear. The assessment seems likely to measure at least some higher-order thinking skills.	The lesson plan includes a framework for summative assessment, and the candidate demonstrates thorough grasp of the role of summative assessment in learning. The plan provided is feasible and clear. The assessment is focused on measuring higher-order thinking skills. Because it is well-connected to learning goals, the summative assessment seems very likely to positively impact student learning.
CAEP 1.1 InTASC 5	Homework	The lesson plan does not provide any plan for homework or reinforcing learning after the lesson.	The lesson plan does plan for homework or, if no homework is assigned, provides a plan to reinforce learning. However, the	The lesson plan does plan for homework or, if no homework is assigned, provides a plan to reinforce learning. The planned	The lesson plan does plan for homework or, if no homework is assigned, provides a plan to reinforce learning. The planned

			planned reinforcement does not seem sufficiently well-aligned to the lesson to be effective.	reinforcement or homework seems sufficiently well-aligned to the lesson to be effective.	reinforcement or homework seems sufficiently well-aligned to the lesson to be effective and seems likely to develop higher-order thinking.
	Spelling and Grammar	The work contains 5 or more spelling or grammatical errors, or the work is not written at a graduate level. The lack of proofreading or writing mastery significantly interferes with the clarity of the work.	The work contains 3-4 spelling or grammatical errors, or the writing is basic in sentence structure. The lack of proofreading or writing mastery detracts from the clarity of the work but the writer's overall meaning is still clear.	The work contains 1-2 spelling or grammatical errors but they do not interfere with the clarity of the work. The work is written at a graduate level.	The work contains no spelling or grammatical errors. The work is written at a graduate level or post-graduate level. The writing is well-organized and clear.

